

# POST-ASSESSMENT: A BRAND-NEW DAY

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## Overview of Lesson

Being healthy does not come from one day's food choices or one day of intense physical activity; it is something that happens over time. This final lesson is intended to demonstrate that taking small steps to improving food and physical-activity choices can lead students to a well-earned sense of accomplishment. The Post-Assessment: *A Brand-New Day* video shows each of the five students going through their morning routines, just as they did in the Pre-Assessment. But this time around, each of the students has had small but significant attitude and/or behavior changes that demonstrates how making improvements in one's life does not mean having to make dramatic lifestyle changes. It means learning new ways to make small changes around food and physical-activity choices in order to see big results. Students will end the program with the same assessment checklist they completed in the Pre-Assessment, and will compare the two checklists in order to assess what they have learned. They will also revisit their initial goals or expectations for what they wanted to learn in the program. Finally, they will write about how they will exercise their activity options today.

## Nutrition Facts

- This program's nutrition content is consistent with the principles advanced through USDA's food guidance system as well as the Dietary Guidelines for Americans.
- Key themes of *Exercise Your Options* include the connection among physical activity, food choices and good health.
- In addition to the nutrition facts given within each lesson, a **More for Teachers** section can be found on the DVD and website. This section includes in-depth information regarding adolescent health and nutrition issues.

## Student Objectives

1. Understand how to determine realistic food and physical-activity choices.
2. Identify personal behaviors related to food and physical-activity choices.
3. Set outcome goals.

## Level of Cognition

**Objective 1:** Comprehension

**Objective 2:** Application

**Objective 3:** Synthesis

## Materials

Student Workbooks, Pages 22 and 23

*Exercise Your Options* DVD,  
Post-Assessment: *A Brand-New Day* Video

PowerPoint Presentation

Additional resources available on your login page at [HealthyEating.org](http://HealthyEating.org).

## Preparation

1. Review the Post-Assessment activity in the Student Workbook to familiarize yourself with the program and so you can provide clarifying instructions to students if necessary.
2. Gather materials.
3. Set up PowerPoint presentation.

**Length of Lesson: 45 – 50 minutes**

## Anticipatory Set

### 1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- **Emphasize** to students that “being healthy” does not come from one day’s food choices or one day of intense physical activity or even one week of paying attention to what you eat and what you do. “Being healthy” also does not mean doing exactly the same activities or eating the exactly the same foods every day. Being healthy is something that happens over time.
- **Reinforce** the idea that making small improvements to food and/or activity choices can lead to big results.

### 2. Have students watch the Post-Assessment: A Brand New Day video.

### 3. Discuss the Post-Assessment: A Brand-New Day video.

- Ask students to summarize aloud the video’s plot and health concepts dramatized by the students and then addressed by the Expert.

## Step-by-Step Procedures With Guided Practice

1. Have students complete the “Re-Test Your Knowledge” checklist on Page 22 in their workbooks. Students will notice that this is the exact same checklist they completed in the Pre-Assessment (Page 2). Tell them not to peek at their previous answers on Page 2. They will compare the two lists after they finish.

Key statements #2, 3, 6, 10 and 13 are true.

2. Have students respond to the Food for Thought writing prompts (Page 22).

- Have students write their responses to the two questions at the bottom of Page 22: **How many of your answers in this page are different from your answers on Page 2? Which statement surprised you the most?**

### Post-Assessment: A Brand-New Day Video Summary

*Plot: The five students are getting ready for school, just as they were in the Pre-Assessment, but this time they’ve each made a small change.*

- **Drew** finds the foods he enjoys for a healthy breakfast (granola, milk, banana) available.
- **Megan** chooses to eat breakfast (yogurt with fruit and granola) today and most days.
- **Mike** checks Nutrition Facts labels and then chooses a whole-grain, low-sugar cereal with milk and a hard-boiled egg.
- **Sarah** eats a healthy, regular-sized serving of breakfast at home (peanut butter on a bagel and milk) instead of grabbing a jumbo-sized breakfast sandwich at a convenience store as she used to.
- **Gabe** eats a healthy breakfast (English muffin with melted cheese and orange juice) but this time, he chooses to walk to school with Drew instead of getting a ride.

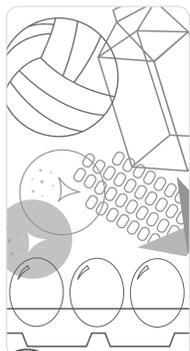
The Expert makes final observations:

- By communicating with his mother, **Drew** now has a good variety of food-group foods for breakfast, school lunches and after-school snacks.
- **Megan** no longer skips meals. She eats food-group foods and pays attention to how much and how often she’s eating. She also continues to enjoy running and realizes that regular exercise enables her to eat an even wider variety of foods without being unduly concerned about calories.
- **Mike** is no longer falling for clever, celebrity-endorsed food ads. He now reads Nutrition Facts labels and makes food choices based on those facts.
- **Sarah** no longer chooses foods by whether they’re quick and simple to prepare or the least expensive to buy. She now considers serving size and has begun to trade “extras” for food-group foods at some of her meals.
- No longer as inactive, **Gabe** has begun to incorporate physical activity into his daily routines, including taking the stairs and walking the dog.

Post-Assessment
**A BRAND-NEW DAY**
VIDEO  
A Brand-New Day

### RE-TEST YOUR KNOWLEDGE

Now that you’ve completed the *Exercise Your Options* program, your understanding about the things that affect your life and your health are probably different than they were at the beginning of the program. Check yourself to find out if that’s true!



Read each of these statements and check (✓) whether you think it is true or false.	True	False
1. Team sports, like basketball or soccer, are the best form of physical activity for students.		✓
2. It’s important for teenagers to eat foods rich in calcium so they can have strong bones for their entire lives.	✓	
3. A healthy breakfast should include foods from the Grains group, the Vegetables OR Fruits group and the Dairy OR the Protein group.	✓	
4. Eating a high-sugar snack is good way to get a quick burst of energy that will last all afternoon.		✓
5. It’s almost always difficult to select healthy foods at a fast-food restaurant.		✓
6. Diets that severely restrict the foods I can eat are not a good way to lose weight and keep it off.	✓	
7. For normal-weight students, regular physical activity is unnecessary.		✓
8. Famous athletes usually help advertise only healthy food products.		✓
9. I should limit the number of carbohydrates I eat, as often as possible, to avoid gaining weight.		✓
10. Students who eat breakfast score higher on tests than students who don’t eat breakfast.	✓	
11. Skipping a meal is a good way to avoid gaining weight.		✓
12. I will get fat if I eat foods with fat in them.		✓
13. Serving sizes have become much larger over the last 20 years.	✓	
14. All foods can be classified as either <i>good</i> or <i>bad</i> for my body.		✓

1. How many of your answers on this page are different from your answers on Page 2? \_\_\_\_\_

*Answers will vary*

2. Which statement above surprised you the most and why? \_\_\_\_\_

- Have students compare the two checklists (Pages 2 and 22). Take a quick class poll to determine for which Test Your Knowledge statements there were the most changes between the Pre-Assessment and the Post-Assessment. Why? Which statements that they learned during the program surprised them the most? Why?
- If the students are still not sure why a statement is true or false, have them review previous lessons in which the information was covered.

- Even small changes are a good start and can make a big difference;
- It's important that they occasionally take another look at their food and activity choices and reassess their options for improvement;
- It's up to them to “exercise their options”!

3. Have students create their **Health Plan** (Page 23).
- Students are to **evaluate** each of three goals or expectations they identified in the Pre-Assessment.
  - Have students **explain** their plan, including obstacles and solutions to overcome their obstacles.
  - Ask students how they met their goals or expectations.

**Assessment**

1. Have students respond to the **Food for Thought** section (Page 23).
  - Students will identify one physical-activity goal, along with obstacles and solutions to overcome the obstacles.
  - Ask for students to volunteer to share some of their goals and solutions to overcome obstacles.

**Check for Understanding**

1. Reiterate to students that:
  - They've accomplished a lot during the program: they've learned about the foods in the five food groups, observed (in the videos) other students making important food and activity choices and facing common obstacles, analyzed their own food and activity choices and personal obstacles, and planned ways to improve;

**Closing**

- Continue to discuss the concepts covered in *Exercise Your Options* throughout the year to reinforce learning and application. Have students periodically share their progress towards goals through classroom discussion or writing activities.

Post-Assessment
**A BRAND-NEW DAY**

VIDEO  
A Brand-New Day



During the *Exercise Your Options* program, you have learned about all the choices you can make in the foods you eat and in your physical-activity options. Now it's time to *exercise your options* and make your own health plan:

**MY HEALTH PLAN**

Evaluate each of the three goals or expectations you identified in the pre-assessment. How well did you meet your goals or expectations? If you did not meet your goals or expectations, explain your plan, including obstacles and solutions to overcome the obstacles.

1. Results will vary  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write at least one physical-activity goal below. Include your plan, possible obstacle(s) and solutions to overcome the obstacle(s).

Goals will vary  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

23



## K - 12 Curriculum



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